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ABSTRACT

In California community colleges, state-mandated matriculation consists of services intended to enhance student success and processes to improve institutional effectiveness by developing capacities for evaluation, coordination, and training. Each year, the Chancellor's Office conducts evaluations to assess the extent to which matriculation is being implemented by the state's community colleges. During the 1992-93 evaluation, matriculation processes at 16 colleges were reviewed by 3- to 6-member site visit teams. The evaluation found that: (1) with respect to coordination and training, matriculation was being increasingly managed with sufficient authority and time and that all colleges had appointed Matriculation Advisory Committees; (2) admissions standards were well implemented, though at seven schools modified admissions services for ethnic and language minorities were recommended; (3) orientation was the most well-implemented components; (4) substantial progress had been made in meeting state requirements regarding admissions; (5) full-time certificated, professional counselors were generally supplemented by part-time professional counselors and student paraprofessional advisors; (6) six colleges had implemented relatively effective early alert systems; and (7) regardless of progress, a majority of the campuses had not fully implemented the research and evaluation component. The 1992-93 report highlights examples of successful matriculation practices in California colleges. The "Team Member's Guide to the Matriculation Evaluation" at Imperial Valley College is appended. (KP)

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Matriculation Evaluation: Summary Report

1992-93

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Prepared for the Chancellor's Office,
California Community Colleges

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MATRICULATION EVALUATION:

SUMMARY REPORT
1992-93

Prepared by

Marvin C. Alkin
and
Marie Freeman

August 1993

Prepared for the Chancellor's Office
California Community Colleges

Presented to

Dr. Thelma Scott-Skillman	Karen Halliday	Peter White
Vice Chancellor	Dean	Matriculation
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Executive Summary

Matriculation

Matriculation is a statewide effort to equitably improve student success in the California Community Colleges by bringing students and colleges into agreement on the students' educational goals and on the appropriate educational choices to reach those goals.

The matriculation process consists of seven components. Five of these provide services directly to students to enhance possibilities of student success; and two relate to colleges and districts improving institutional effectiveness by developing capabilities for evaluation, coordination, and training. (See pages 7-9)

Matriculation Evaluation

The Seymour-Campbell Matriculation Act (AB 3), passed in 1986, authorized matriculation, and state fiscal support began in the 1987-88 academic year. The Chancellor's Office began conducting detailed, on-site evaluations in 1990-91. In 1992-93, matriculation evaluations were conducted by teams composed of between three and six professionals, who carefully prepare for the visits in conjunction with the Chancellor's Office and an external consultant, Dr. Marvin C. Alkin. During the 1992-93 academic year, matriculation processes at colleges were reviewed (see Appendix A for a listing of sites). This report summarizes those on-site evaluations. (See pages 10-13)

Matriculation Evaluation: Findings and Recommendations

- Generally, components were well-implemented, and improvement was noted in most components, but some components still require additional development.
- Admission, orientation, assessment, and counseling and advisement were the most thoroughly developed components, with noted improvement in assessment since last year's evaluation report.
- Colleges generally made the least progress in implementing student follow-up and research and evaluation components. (See pages 15-16)

Coordination and Training

- Management increasingly with sufficient authority and time (See page 16)
- Formally adopted matriculation policies (See page 17)
- All colleges appointed Matriculation Advisory Committees (See page 17)
- Extent to which matriculation was understood as an integrated, campus-wide commitment varied (See page 17)
- Review teams at 12 colleges recommended that additional inservice training be provided (See page 18)

Admission

- Admission standards well implemented (See page 18)
- Review teams at seven colleges recommended that modified or alternative admission services for ethnic or language minority students be implemented or improved (See page 19)
- Review teams at six colleges recommended to provide modified or alternative admission services for students with disabilities (See page 19)

Orientation

- Orientation was most well-implemented component (See page 19)
- Review teams at nine colleges recommended providing modified services for ethnic or language minority students (See page 19)
- Methods of presenting orientation differed; most colleges used multiple modes (See page 20)
- At almost all campuses, for students in EOPS and DSPS, as well as other groups, receive special orientations (See page 21)
- Campuses did not tend to evaluate the orientation activities (See page 22)

Assessment

- Substantial progress toward meeting state requirements (See page 22)
- Wide variety of assessment instruments (See page 23)
- Colleges were in a dilemma regarding English as a Second Language assessment (See page 23)
- Colleges selected the UC/CSU Mathematics Diagnostic Testing Project (MDPT) battery to measure mathematics competency (See page 23)
- Wide variety of assessment methods selected by the colleges (See page 23)
- Locally developed writing samples used in fewer colleges than in previous years to influence class changes after students enrolled (See page 24)
- Some progress toward using multiple measures in making placement

recommendations (See page 24)
•Good progress toward implementing state standards regarding course pre- and co-requisites (See page 24)
•Students at six colleges not clearly or accurately informed about the advisory nature of assessment (See page 8)

Counseling and Advisement

•Counseling components among the most well-developed (See page 25)
•Full-time certificated, professional counselors supplemented by part-time professional counselors and student paraprofessional advisors (See page 25)
•Need for more staff time assigned to counseling and advising, other improvements recommended (See page 25)
•Faculty advisement present on at least six campuses (See page 25)
•Specialized counseling was available (See page 27)
•Quality of mechanisms varied substantially (See page 27)
•Record-keeping is a general problem (See page 27)

Student Follow Up

•Six colleges implemented relatively effective early alert systems (See page 29)
•Well-developed follow-up procedures for EOPS, DSPS, and athletes (See page 29)

Research and Evaluation

•Colleges demonstrated impressive progress in this component, but, even so, a majority of the campuses had not fully implemented the research and evaluation component (See page 29)
•Responsibility to conduct matriculation research and evaluation clearly assigned at 12 colleges (See page 30)
•Colleges varied in the extent to which they had addressed the standards (See page 30)
•Colleges having the most difficulty selected to develop and justify local assessment instruments or locally manage an instrument not granted statewide approval (See page 30)

Successful Matriculation Practices

Overall, the review teams noted a number of effective aspects of particular components which might serve as examples for other colleges. (See page 33)

Coordination and Training

Responsibility for implementing matriculation has increasingly been invested in positions with an appropriate level of visibility and authority to manage a campus wide program. Review teams found a greater number of colleges which had established diversified and on-going in-service training practices, including handbooks, for matriculation staff and for faculty.

- Imperial Valley College (See page 34)
- Los Angeles Pierce College (See page 34)
- Los Angeles Valley College (See page 35)
- College of the Sequoias (See page 36)

Admission

This component was consistently strong across the group of colleges reviewed. Through the admissions component, colleges were establishing more consistent procedures for implementing exemption and waiver policies.

- Los Angeles Pierce College (See page 37)
- Los Angeles Valley College (See page 37)
- Skyline College (See page 38)

Orientation

Orientation continued to be a well-implemented component among the colleges reviewed. Large group orientations were the general rule; however, several colleges offered alternatives through small groups, video presentations, and extended orientation classes.

- Cerro Coso College (See page 38)
- Hartnell College (See page 39)
- Los Angeles Mission College (See Page 39)
- Porterville College (See page 39)
- Riverside Community College (See page 40)
- College of San Mateo (See page 40)
- College of the Sequoias (See page 40)
- Skyline College (See page 41)

Assessment

Assessment was implemented at every campus, and there appeared to be generally good awareness among student services staff as well as instructional faculty that only assessment practices proven to be valid, reliable, and unbiased could be used. The teams noted progress at each site in the appropriate use of multiple measures in assessment.

- Bakersfield College (See page 41)
- Cabrillo College (See page 41)
- Riverside Community College (See page 42)

Counseling and Advising

Counseling and advising services have been institutionalized for many years in the colleges under review in 1992-93. Counselors were directly involved in all matriculation components. Teams at about half of the sites reported that significant numbers of students completed student educational plans.

- American River College (See page 43)
- Cerro Coso College (See page 43)
- Imperial Valley College (See page 43)
- Los Angeles Pierce College (See page 44)
- College of the Sequoias (See page 44)
- Skyline College (See page 45)

Follow-Up

Although follow-up was unevenly implemented among the colleges reviewed, a majority of the sites had initiated some system for monitoring the academic progress of all credit students. At most campuses, special programs such as EOPS and DSPS had fully developed, long-standing early monitoring systems for their students.

- Cañada College (See page 45)
- College of San Mateo (See page 45)

Research and Evaluation

Much progress was noted in this component. Many colleges had developed appropriate research infrastructures with trained personnel and adequate data bases to meet the requirements of state regulations. Faculty involvement in this component was impressive. Through their efforts to validate assessment instruments and/or cut scores, many faculty had moved toward a reevaluation of the curriculum and academic standards.

- Bakersfield College (See page 46)
- Imperial Valley College (See page 47)
- Los Angeles Pierce College (See page 47)
- College of the Sequoias (See page 48)

Chapter One

Introduction

This chapter presents a brief overview of the origins of the matriculation process and legislative authorization. Also presented are the objectives of matriculation and a brief description of its components. Finally, the matriculation site visit evaluation process is described.

Matriculation: An Overview

Authorization: Matriculation is a statewide effort to improve student success in the California Community Colleges by bringing students and colleges into agreement on the students' educational goals and on the appropriate educational choices to reach those goals. The origins of matriculation lie in a resolution adopted in 1982 by the Academic Senate for the California Community Colleges. The resolution, "Matriculated Student," maintained that students seeking a degree or certificate should be designated as "matriculated" and held to certain requirements. In 1984, the Board of Governors adopted a plan to implement matriculation as a model process.

The Seymour-Campbell Matriculation Act (AB 3), passed in 1986, authorized matriculation, and state fiscal support began in the 1987-88 academic year. At that time, districts received only 20% of the estimated state share of matriculation costs. By 1989-90, state funding of matriculation reached the state's full share of implementation costs. It is important to note that state support was intended to meet 25% of matriculation's overall costs, while the districts were expected to fund the remaining 75%. In fact, many districts have provided fiscal support well above the legal minimum.

Evaluation: Each year since 1987-88, the state Chancellor's Office has conducted an evaluation of matriculation to assess the extent to which the process was being implemented. For the first three years of state funding, evaluations aggregated information drawn from written documents submitted by all colleges and districts, and site visits of a selected number of these, to identify broad areas of strengths and weaknesses during the initial stages of matriculation's development. Colleges and districts were to have fully implemented all matriculation components by June 30, 1991.

In 1990-91, the evaluation approach shifted to a much more detailed, on site examination of matriculation's implementation, including its impact on students. There have now been three full years of on-site reviews of matriculation, with 53 colleges evaluated.

Matriculation Purpose and Goals

The purpose of the matriculation process is well-defined in the legislative intent statement which is part of the Seymour-Campbell Matriculation Act of 1986. The legislature noted a concern for ensuring equal educational opportunity for all Californians. It also indicated that this purpose is best accomplished by providing students "with the information to establish realistic educational goals." Colleges are directed to "ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges." Moreover, colleges are to formulate sets of educational services "necessary to optimize their [students'] opportunities for success."

The Board of Governors was mindful of these purposes in developing its 1987 Student Matriculation Plan. They framed two facets of the matriculation task: student success and institutional effectiveness. The Matriculation Unit of the Chancellor's Office, California Community Colleges, subsequently described these two primary goals:

Student success requires that the institution assist students to make educational choices by utilizing multiple assessment measures for course placement advice and a conscientiously applied supportive service strategy. Through comprehensive orientations in which educational programs, facilities, resources, and support services are described, students are made aware of the institution's commitment to student achievement. This commitment is reinforced by the institution's interaction with the student to strengthen motivation, provide frequent feedback on students' performance and generally encourage students to define educational goals that may be realized with effort and supportive assistance.

Institutional effectiveness is determined by the effective and efficient use of the institution's resources as they are applied to students' educational needs, as well as the resolve to provide additional resources as needed. In this regard, the retention of students is achieved, in part, by the institution's efficient delivery of services and programs coupled with appropriate curricular changes and development. This strengthening of the institution through an effective matriculation process extends to the increased ability of the districts and colleges to:

1. Identify the educational needs and objectives of students via the assessment process and use of the student educational plan;

2. Assure that campus supportive services are available and fully utilized by students;

3. Increase the participation and incorporation of all non-exempt credit students, regardless of their educational preparation and consistent with the mission of the community colleges;

4. Provide sufficient staff and services to meet student needs;

5. Develop a program of institutional research and evaluation that will identify the extent to which the matriculation process contributes tostudents' and institutions' successful achievement of their objectives; and

6. Increase the opportunities for instructional faculty to interact in their classes with students who are motivated to learn and properly assisted when making course selections that are appropriate to their skills and academic potential.

Components of Matriculation

The matriculation process consists of seven components. Five of these provide services directly to students to enhance possibilities of student success; and two relate to colleges and districts improving institutional effectiveness by developing capabilities for evaluation, coordination, and training.

Admissions: For this component, AB 3 simply specifies: "Processing of the application for admission." The Board of Governors 1987 Plan further elaborates that new student information should be maintained so that it can be used in "fulfilling the purposes, goals and accountability expectations of this plan." Such information about new students might include: need for support services; matriculation exemption status; referrals to other college services and resources; and support of the registration process. The Board of Governors 1987 Plan also specifies that modified or alternative admissions services should be provided (if necessary) for ethnic and language minority students and students with disabilities.

Orientation: State regulations require colleges to provide students with timely information concerning college procedures and course scheduling, academic expectations, and financial assistance. In addition, students are to be informed in writing of their rights and responsibilities at the college, their right to choose to participate in matriculation components, including students appropriately exempted from this component, and the processes by which they may waive participation and file grievances or appeals.

Assessment: AB 3 and Title 5 direct colleges to gather information about individual students in order to facilitate student success. Assessment may include, but is not limited to, information about the student's study skills, language proficiency, computational skills,

aptitudes, goals, learning skills, career aspirations, academic performance, and number of hours on the job. Assessment and course placement based upon assessment should be advisory -- not mandatory. Over the past four years, the Chancellor has continued to develop a list of approved assessment instruments and a set of standards by which the instruments are reviewed.

Counseling/Advising: State regulations specify that colleges will make reasonable efforts to ensure that matriculating students participate in counseling or guidance with appropriately trained staff to pursue a specific educational goal. The opportunity to develop an individual student education plan (SEP) is to be made available to for each non-exempt student. It is intended that information collected through assessment activities be used to inform counseling or advising decisions. Particularly targeted for counseling are students who have not declared an educational goal, students in pre-collegiate basic skills courses, and students who are on probation.

Follow-up: AB3 specifies that colleges shall provide post-enrollment evaluation of each credit student's progress. Title 5 mandates further that follow-up systems be established to monitor each student in order to detect early signs of academic difficulty. As a result of follow-up, students who have not declared a specific educational goal, students enrolled in pre-collegiate basic skills courses, and students who are on probation are to be identified and referred to appropriate services.

Research and Evaluation: Title 5 requires colleges to establish "a program of institutional research for on-going evaluation of the effectiveness of its matriculation process." Colleges are to consider the impact of the matriculation process on such things as: courses, programs, and facilities; definition of student educational goals; assessment of student educational needs; and various indicators of student success. These research studies should help colleges to evaluate matriculation services and to identify areas in which improvement is needed and/or where a greater allocation of resources should be considered.

Coordination and Training: The coordination component consists of efforts to involve the broadest possible range of college staff and students in designing, implementing and evaluating matriculation services. Districts/colleges typically select and assign one staff person the responsibility for coordinating the matriculation process. Hand in hand with the coordination aspect is effective training. Title 5 regulations state that: "Each community college district shall develop and implement a program for providing all faculty and staff with training appropriate to their needs on the provision of matriculation services."

Matriculation Evaluation Procedures

The Chancellor's Office began conducting detailed, on-site evaluations in 1990-91. The selection of sites to be reviewed is based upon the six-year accreditation calendar. Site visits are planned for colleges during the fourth year of their accreditation cycle, that is, during the year prior to the college's self-study year. This approach provides districts and colleges with a predictable timeframe on which to prepare for matriculation evaluations, and it contributes useful information to the college's self-study.

During the 1992-93 academic year, 16 colleges' matriculation processes were reviewed. Appendix A contains a list of these colleges. In addition, 10 colleges underwent abbreviated site visits to follow-up on problem areas which had been identified by review teams during regular evaluations in prior years. These two-day return visits were conducted by members of the Matriculation Unit of the Chancellor's Office, supplemented in four instances by staff members from Educational Evaluation Associates.

Evaluation Purposes: Matriculation evaluation site visits are designed to examine the implementation and overall effectiveness of the matriculation process. The evaluations have four main purposes:

1. To provide formative evaluation information to the colleges and districts regarding matriculation implementation, and to assist the colleges in strengthening the process;

2. To provide the colleges with detailed and timely information on matricula tion, for use in the colleges' accreditation self-study process;

3. To provide the Chancellor's office with detailed information on the imple mentation of matriculation at individual colleges, and with information that can be aggregated for required state-wide reporting (e.g. annual reports to the legislature; reports to the Board of Governors, CPEC, and other agencies); and

4. To provide staff at individual colleges the opportunity to exchange ideas and experiences with Chancellor's Office staff and with their colleagues from other colleges on the review team.

Team Selection: In 1992-93, matriculation evaluations were conducted by teams composed of between three and seven professionals. The number of members was determined primarily by the size and complexity of the matriculation process at the college under review. A staff member from Educational Evaluation Associates participated on each team as the team leader. A staff person from the Matriculation Unit of the Chancellor's Office participated as an observer on each visit. Team members were chosen from regions other than the region which included the college to be reviewed and were carefully screened to avoid potential conflicts of interest. Most often, teams were composed of a mix of college positions representing deans, vice presidents of instruction and student services, matriculation coordinators, directors of counseling and guidance, counselors and a wide variety of instructional faculty members. Team members during the 1992-93 review year came from 42 different colleges.

Preparation for Site Visits: Careful preparation is an important part of the matriculation evaluation process. When all parties in the evaluation share clear expectations about the purposes of the review and the procedures involved, it is more likely that the review process will yield thorough, accurate findings and will have beneficial results. The representa-

tive from the Chancellor's Office and EEA staff share responsibility for communicating with colleges prior to the visit to clarify requirements, to make site and scheduling arrangements, and to respond to questions and concerns. Most importantly, appropriate college staff members are identified well in advance, and appointments are scheduled with specific evaluation team members, in line with the team member's assigned responsibilities for the visit. Individually, team members also engage in a good deal of pre-site visit preparation. Each member receives the college's approved matriculation plan along with updates, revisions, annual progress reports, and a variety of college-developed material (Student Educational Plan forms, brochures, announcements, program descriptions, etc.). Each team member also receives a team member handbook which explained specific responsibilities and on-site procedures (see Appendix B).

Prior to joining a team, the review team members are given a thorough orientation and training by Chancellor's Office staff. Training includes a full-day workshop designed to assist the team members to: learn what questions to ask representatives of each component; identify areas where the matriculation process may not be satisfactorily implemented; identify areas where the matriculation process may be improved by modification of specific activities; and clarify the team members' roles to all participants. Team members are chosen for their expertise and knowledge of or experience with the matriculation process. They are from colleges in regions other than the region in which the college to be reviewed is located.

Timeline: Evaluation visits were conducted this past year between October 13, 1992 and April 30, 1993. Typically, the site visit began on Tuesday noon with a meeting of the matriculation team for a briefing with the team leader and a discussion of individual responsibilities. The evaluations concluded with an exit interview early Friday afternoon. Teams typically conducted interviews and observations during the regular college workday, with evening meetings for coordination of findings and team write-up. A sample time schedule for the visits is presented in Appendix B.

Site Visit Procedures: The site visit is intended to allow the team to gain insights into the operation of the matriculation process. Before arriving on campus, the team members have reviewed program plans, updates, revisions and annual progress reports, as well as other materials. The site visit provides an opportunity for extensive interviewing for a review of files and other documentation available on campus, and for direct observations of matriculation activities. Team members are guided by the matriculation plan the college has submitted to the Chancellor's Office for approval, by Title 5 regulations, and by the Board of Governors' 1984 and 1987 plans for matriculation implementation. Specific activities during the matriculation visit are described below:

Activity 1: Matriculation Team Briefing
The matriculation team meets at Tuesday noon of each visit to review areas of individual responsibility, further define procedures, and clarify areas of concern.

Activity 2: Introductory Meeting with College

Team members meets with a group of appropriate college staff to introduce themselves and to explain the purpose of the visit. The team leader makes this presentation.

Activity 3: Introductory Meeting with College President
If the President has not been present at the earlier meeting, representative team members, usually including the team leader, meet with the President (or designee) to introduce themselves, to discuss the purpose of the visit, and to confirm the schedule for the exit interview.

Activity 4: Review Matriculation with Coordinator
Team members and observers meet with the matriculation coordinator to identify the college staff responsible for various matriculation activities in order to assure that all appropriate, knowledgeable individuals will be interviewed, and to obtain a complete overview of matriculation.

Activity 5: Staff and Other Interviews
Each team member is assigned responsibility for one or two matriculation components and conducts interviews in line with those information needs. Each member typically conducts 10-15 interviews.

Activity 6: Team Meetings to Discuss Findings
Throughout the site visit, team members meet informally to share their insights and findings. They discuss schedules and identify issues requiring further clarification. The team leader conducts these meetings.

Activity 7: Team Meeting to Prepare Summary and Recommendations
Team members meet on Thursday afternoon and evening to prepare a written summary of findings and recommendations.

Activity 8: Pre-Exit Interview with Matriculation Coordinator
Team members meet with the Matriculation Coordinator early on Friday to present the statement of matriculation findings and recommendations. The Matriculation Coordinator is given the opportunity to offer comments and, as a result of the pre-exit interview, the team occasionally makes revisions in its summary.

Activity 9: Pre-Exit Interview with President
The team leader and additional appropriate team members meet with the President to present the summary of findings and recommendations. Based on the President's comments, revisions are occasionally made in the summary statement.

Activity 10: Exit Interview
Team members meet with all appropriate college personnel to present a full summary of findings and recommendations.

Chapter Two

Matriculation Evaluation
Findings and Recommendations

The matriculation on-site reviews are intended to serve a number of general purposes. Two of these are particularly relevant to this report: to help improve matriculation processes at individual colleges and to identify general strengths and weaknesses in the matriculation process across colleges statewide. This section presents a summary of the findings which matriculation review teams delivered to the 16 colleges reviewed in 1992-93. The summary describes typical, recurring situations and themes rather than idiosyncratic individual campus conditions. This chapter focuses primarily on **strengths and weaknesses found in each matriculation component**, while the following chapter presents exemplary or model matriculation practices.

Using consistent procedures, review teams matched the operations of each college with matriculation plans which the college had submitted to the Chancellor's Office and with the standards set forth in Title 5 and AB3. Where there were significant discrepancies between proposed activities in the plan and actual operations or where a situation was clearly out of compliance with state matriculation regulations, the review team prepared recommendations for improvement. The teams also made less formal suggestions for changes where they perceived relatively minor discrepancies between the proposed plan and actual practices or in those instances where matriculation services appeared less effective than they could be. Review teams made a consistent effort to commend effective practices as well.

During the course of a review, a team did not make comparisons among colleges; each review was highly individualized. However, taken as a whole, the year's findings and recommendations yielded generalizations about consistent practices, strengths, and weaknesses in the matriculation process across the 16 colleges.

To identify consistent features across the visitation sites, findings and recommendations for all 16 colleges were compiled according to each of the seven matriculation components: coordination and training, admission, orientation, assessment, counseling and advisement, student follow-up, and research and evaluation. Where warranted, this report makes reference to prior years' summary report findings.

Coordination and Training

Title 5 and AB 3 specify that "a college will develop and implement a program for providing faculty and staff with training appropriate to their needs with respect to providing matriculation services." The Chancellor's Office has included this relatively limited standard under the broader Coordination and Training component, that directly relates to management.

COORDINATION AND TRAINING

Component Standards

Develop and implement a program providing all faculty and staff with training appropriate to their needs with respect to provision of matriculation services:

1. Admissions
2. Orientation
3. Assessment
4. Counseling/Advisement
5. Follow-up
6. Research and Evaluation

Management increasingly with sufficient authority and time

It appears that over the past three years, responsibility for matriculation management has increasingly become vested in positions with sufficient authority and time to manage cross-departmental functions. Among the colleges reviewed in 1992-93, nine assigned the coordination of matriculation to Vice Presidents, Deans, Associate Deans, or full-time Directors. Four of the colleges had full-time Matriculation Coordinators who reported directly to highly supportive Deans or Vice Presidents. These particular Coordinators, each with strong backgrounds in counseling, also demonstrated formidable personal management skills through which they derived authority over their programs. In only two cases among the 1992-93 sites was matriculation program coordination delegated to a part-time non-administrative coordination, whereas in past years part-time management was found to be more typical. At one college, responsibility for implementing matriculation had been delegated to a variety of individuals, and no one coordinated the entire process. In this situation, the review team strongly recommended that responsiblity be consolidated into a single position.

Where college administrators and full-time coordinators managed matriculation, institutional commitment and program integration appeared relatively strong.

In compliance with Title 5, district governing boards at almost all 16 colleges had formally adopted matriculation policies. Some of the policy statements were quite general, while others thoroughly specified such things as exemption criteria. As in the past year, all of the colleges reviewed in 1992-93 had appointed Matriculation Advisory Committees. Multiple-campus districts also had established district matriculation advisory committees, which often served as important sources of information and leadership concerning common issues such as compiling student information databases, information processing needs, academic standards, and assessment practices.

Formally adopted matriculation policies

At ten colleges, membership on the Matriculation Advisory Committees appeared to represent instructional and student services faculty, staff, administrators, and students. These committees met regularly, appeared to be well-informed about matriculation, and participated to varying degrees in developing matriculation services. Most often the Matriculation Advisory Committee served as a vehicle for communicating information about matriculation through various campus constituencies. At seven colleges, the committees were commended for their active involvement in program development and implementation. Six colleges received recommendations to improve the Matriculation Advisory Committee. In most cases, the review teams recommended that instructional faculty be added to the committees. In two cases, the opposite was true; the committees were composed almost exclusively of instructors and counselors.

Extent to which matriculation was understood as an integrated campus-wide commitment varied

Following the trend of past years, the extent to which matriculation was understood as an integrated, campus-wide commitment varied from college to college. However, the whole level of awareness among those interviewed appeared to be greater in 1992-93 than in past years. For example, faculty who were not directly involved with matriculation components were nonetheless aware of matriculation-related instructional issues such as assessment, prerequisites, and academic early alert systems.

Review teams at 12 colleges recommended that additional inservice training be provided

On the other hand, review teams at 12 colleges recommended that additional inservice training be provided regarding matriculation. These recommendations tended to be of two types. Some suggested inservice which would inform faculty about matriculation and involve them more directly in the process. Other recommendations were intended to ensure that the service providers were well informed about matriculation practices and regulations and that they were clearly aware of the interrelationships among matriculation components.

Admission

Admissions standards well implemented

Admission component standards were well implemented at most of the 16 colleges as they were at most of the colleges in 1991-92. Review teams found that in addition to their registration and record-keeping functions, many admissions and records offices determine students' initial matriculation exemption status and schedule assessment and orientation appointments.

Review teams were particularly careful in determining how colleges determined which students would participate in each matriculation component. As in past years, the definition and application of exemption criteria led to recommendations at most sites. Twelve colleges had problems in this area. The most common problem was a lack of clarity or specificity in the exemption policy and/or in explaining the policy to students. However, a number of other deficiencies were noted among the twelve colleges receiving recommendations in this area. In some cases, students were exempted from all components based upon a single, common criterion. (Title 5 requires component-by-component exemption.) At nine colleges, exemptions were granted only at the time of a student's first admission and never or rarely reviewed thereafter. At five sites, exemption policies were ignored, and students believed either that participation in all components was required or that all participation was at the student's discretion. Several campuses had ineffective procedures for determining exemptions, resulting in errors and inconsistencies. The overall findings emphasize the importance of ensuring that admission office staff, in particular, be well trained in systematically applying exemption criteria.

ADMISSION COMPONENT

Component Standards

1. Provide a procedure for processing of the admissions applications.

2. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

• Review teams at 7 colleges: Recommended that modified admission services for ethnic or language minority students be implemented or improved

• Review teams at 6 colleges: Recommended providing modified or alternative admission services

Review teams at seven colleges recommended that modified or alternative admission services for ethnic or language minority students be implemented or improved. Teams usually identified a need for materials translated into languages other than English. In two cases, the teams suggested cultural awareness training among the admission office staff. Six colleges were recommended to provide modified or alternative admission services for students with disabilities. In most cases, this meant to provide access to service areas or to help students determine which assessment, orientation, or counseling options they would prefer.

Orientation

Orientation was most well-implemented component

Orientation was the most well-implemented component among the 16 colleges reviewed. Regulatory standards specify types of information to be provided to students, and all but two colleges met these requirements. Students were apparently informed of their rights and responsibilities regarding matriculation at all but three colleges. Review teams at four sites recommended that more students participate in orientation.

• Review teams at 9 colleges: Recommended providing modified services for ethnic or language minority students

Teams at nine colleges recommended improving orientation by providing modified services for ethnic or language minority students. Teams suggested additional materials, including video presentations, be translated into languages other than English and special orientation practices which focus on the needs of language minority students.

ORIENTATION COMPONENT

Component Standards

1. Provide students and potential students with information concerning college programs, services, facilities and grounds, academic expectations, and institutional procedures in a timely manner.

2. Provide written defintions informing students of their rights and responsibilties.

3. Promptly inform students of their right to appeal requirements of any prerequisite based on the availability of the necessary course.

4. Inform students of procedures for alleging unlawful discrimination.

5. Provide students with or direct them to written district procedures for: challenging matriculation regulatory procedures, district investigation and attempted resolution of complaints, and methods by which the district maintains such complaints .

6. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and manguage minority students and students with disabilities.

7. Adopt district governing board policies specifying criteria for exemption.

8. Make exempted students aware that they may choose whether or not to participate in this component.

9. Ensure that exemptions from this component are not based on sole criterion.

Methods of presenting orientation differed; most colleges used multiple methods

Methods of presenting orientation differed; most colleges used multiple modes. All colleges offered group orientations and staff followed scripts, ensuring consistency from one orientation session to the next; almost all provided student handbooks. Two colleges received recommendations to improve the consistency of information delivered across sessions. Instructional faculty and students appeared to be increasingly involved with orientation along with counselors and other student services staff. At only three colleges did teams recommend diversifying the staff who participate in orientation. Teams recommended that two colleges improve orientation by adding more sessions, increasing the staffing, or involving instructional faculty.

Ten colleges utilized video presentations. Only two clearly used the videos in lieu of live presentations; the rest of the colleges used videos to supplement live presentations. Two campuses received recommendations to prepare Spanish-language translations of their videos because significant numbers of second-language students participated in that part of the orientation.

At almost all campuses, students in EOPS and DSPS, as well as other groups, receive special orientations

The review teams again found that at almost all campuses, students in EOPS and DSPS, as well as other groups such as athletes, receive special orientations, usually in addition to the general college orientation.

Campuses did not tend to evaluate the orientation activities

Consistent with the 1990-91 and 1991-92 findings, campuses did not tend to evaluate the orientation activities, although at least four colleges conducted student satisfaction surveys of the component. In addition, more colleges were beginning to consistently record student participation in orientation.

Assessment

Substantial progress toward meeting state requirements

Component standards consistent with AB3 and Title 5 provide a framework for selecting and using assessment instruments and practices. The colleges reviewed during 1992-93 had made substantial progress toward meeting state requirements. They were moving toward establishing dedicated testing areas with trained testing specialists and offering year-round testing opportunities. Two review teams recommended adding trained proctors to ensure test security.

ASSESSMENT COMPONENT

Component Standards

1. Conduct assessment for all non-exempt students.

2. Administer assessment instruments to determine student competency in computational and language skills.

3. Assist students to identify their aptitudes, interests, and educational objectives.

4. Evaluate students' study and learning skills.

5. Use assessment instruments approved by the Chancellor.

6. Use assessment instruments only for purposes for which they were developed or validated.

7. Use multiple measures (other than two or more highly correlated instruments) for placement, required and appropriate referral, or subsequent evaluation.

8. Use assessment instruments, methods, or procedures in an advisory manner in the selection of academic courses and educational programs.

9. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.

10. Adopt District governing board policies specifying criteria for exemption.

11. Make exempted students aware that they may choose whether or not to participate in this component.

12. Ensure that exemptions from this component are not based upon a sole criterion.

The review teams did not systematically report the numbers or proportions of non-exempt students who completed assessment; reliable figures to do this were not usually available. Review teams at only four colleges specifically stated that too few students appeared to complete assessment, and most of these were students who attended off-campus sites or evening classes. Therefore, it appeared that the colleges were making an effort to assess as many students as possible.

Wide variety of assessment instruments

As a group, the colleges used a wide variety of assessment instruments. Almost all tested language and mathematics skills, and a few systematically evaluated students' study and learning skills or aptitudes, interests, and educational objectives.

The colleges were in a dilemma regarding English as a Second Language assessment

The majority had selected at least some of their assessment instruments from those approved by the Chancellor's Office. Most colleges were in a dilemma regarding English as a Second Language assessment. Because only one test had received approval, the colleges were uncertain whether to select new instruments or locally-manage the ones they were currently using until additional tests gained state approval. The largest number of colleges measured ESL proficiency with the Secondary Level English Proficiently Test (SLEP), although it remained uncertain throughout 1992-93 that the SLEP would receive state approval. At least one large district decided to revise the SLEP and locally-manage the required validity and reliability studies.

Wide variety of assessment methods selected by the colleges

Eight sites received recommendations to improve the ways in which they assessed students whose primary language is not English. In some cases, the instruments or procedures were inappropriate or had not been approved by the state or proven to be valid, reliable, or free from bias. In other situations, assessment practices were inconvenient or potentially demoralizing for the students. For example, at least four colleges had ESL students participate in a native English assessment before informing them of ESL options.

Colleges selected the UC/CSU Mathematics Diagnostic Testing Project (MDTP) battery to measure mathematics competency

Colleges consistently selected the UC/CSU Mathematics Diagnostic Testing Project (MDTP) battery to measure mathematics competency. Some colleges required the test of all non-exempt students, while other colleges administered the math test only to students who intended to complete mathematics courses.

There was a wide variety of language assessment methods selected by the colleges. Every college we visited used at least one standardized test in English. Several sites used the ASSET, and other tests administered by the College Board Assessment and Placement Services for Community Colleges (APS). Additionally, other tests used

were on the Chancellor's Office list of tests which had been reviewed but not yet approved. Locally developed tests were also in use. Among these were holistically scored writing samples. The review teams were compelled to recommend that the colleges use only tests which had been approved by the Chancellor and/or to conduct the studies of reliability, freedom from bias, and local validity which state standards require.

Locally developed writing samples used in fewer colleges than in previous years to influence class changes after students enrolled

It appeared that locally-developed writing samples were used in fewer colleges than in previous years to influence class changes after students had already enrolled. Four colleges received recommendations to cease using the writing samples as a placement tool after enrollment. More commonly, English faculty appear to have become more involved with developing appropriate testing procedures and scoring practices which would lend reliability and validity to the writing samples and to initial, pre-enrollment placement recommendations. Instructors are also pressing to have the writing sample completed as part of the regular assessment process.

Some progress toward using multiple measures in making placement recommendations

The colleges demonstrated some progress toward using multiple measures in making placement recommendations. Certainly, the teams' interviews indicated that instructional faculty as well as student services staff were aware that placement decisions should not be based upon single criteria. However, colleges were still struggling with the problems of identifying useful characteristics (e.g., high school G.P.A., number of hours working, etc.), collecting reliable information about those characteristics, and ensuring that they be consistently used during counseling and advisement. Ten of the 16 colleges had recommendations about the consistent use of multiple measures.

Good progress toward implementing state standards regarding course pre- and co-requisites

Colleges also appeared to be making good progress toward implementing the state standards regarding course pre- and co-requisites. This was an issue which regularly attracted instructional faculty involvement. Curriculum reviews and discussions had clearly taken place on all of the campuses. Nonetheless, ten colleges received recommendations to develop and/or to use prerequisites only in line with the requirements of Title 5. At times, the college commitment to be in compliance was not reflected in college publications such as the college catalog and schedule of classes. At times, some instructional faculty reported holding to customary (but prohibited) prerequisite practices, fearing an erosion of academic standards. Conversely, on several campuses there were faculty who mistakenly believed that no pre- or co-requisite could be enforced. Further clarification and inservice appeared to be needed concerning this issue.

Review teams determined that students at six colleges were not clearly or accurately informed about the advisory nature of assessment. At two of these colleges, students received the information only after they had already participated in the component. At several colleges, the policies for determining exemptions or for waiving student participation in assessment were specified and consistent with state regulations, but they were not clearly presented to students.

Counseling and Advisement

AB3 and Title 5 provide guidelines for a number of component standards related to the counseling and advising component. Standards for this component specify how services are to be provided, populations to be served, and procedures to inform students.

• Counseling component among the most well-developed

• Full-time certificated, professional counselors provided services

Counseling components were among the most well developed aspects of matriculation on the campuses visited. Full-time certificated, professional counselors provided services at all the colleges. Even with their efforts, in some cases instructional faculty advisors or specially trained counseling services appeared understaffed at ten colleges.

Need for more staff time assigned to counseling and advising, other improvements recommended

In addition to the need for more staff time assigned to counseling and advising, other improvements were recommended. The review teams suggested extending counseling services to accommodate evening students at three campuses, reviewing alternatives to reduce the time students have to wait for appointments at four colleges, and creating diverse delivery modes such as group counseling.

Faculty advisement on at least 6 campuses

Instructional faculty were involved with advisement on at least six campuses. Review teams suggested improvements for five of these advisement programs, recommending that instructors' roles be clarified, and that on-going inservice training be provided regarding matriculation as well as general counseling concerns to assure that students receive accurate, timely, and consistent information.

Specialized counseling was available

Specialized counseling was available on all campuses for students involved in various categorical programs such EOPS and DSPS and in athletic programs. Review teams indicated a need for modified or alternative counseling for ethnic and language minority students at five colleges.

COUNSELING/ADVISEMENT COMPONENT

Component Standards

1. Make appropriate referral(s) to available support services.
2. Provide advisement concerning course selection.
3. Make reasonable efforts to ensure that probationary non-exempt students participate in counseling.
4. Make reasonable efforts to ensure that non-exempt students without a declared educational goal participate in counseling.
5. Make reasonable efforts to ensure that non-exempt students enrolled in pre-collegiate basic skills courses participate in counseling or advisement.
6. Make counseling or advisement available to all non-exempt students.
7. Provide counseling or advisement by appropriately trained counselors or staff in areas deemed appropriate by the district.
8. Provide assistance in the development of the student educational plan.
9. Record the student educational plan in written or electronic form.
10. Review, as necessary, the student educational plan, its implementation, and its accuracy related to students' needs.
11. Promptly inform students of their right to appeal requirements of any prerequisite based on the unavailability of a course.
12. Inform students of procedures for alleging unlawful discrimination.
13. Provide students with or direct them to written district procedures for: challenging matriculation regulatory provisions; district investigation and attempted resolution of complaints; and methods by which the district maintains such complaints.
14. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
15. Adopt District governing board policies specifying criteria for exemption.
16. Make exempted students aware that they may choose whether or not to participate in this component.

Quality of mechanisms varied substantially

State regulations require that students receive assistance in the development of an educational plan, that the plan be in written or electronic form, and that it be reviewed to reflect current student needs. Although all campuses had some mechanism in place to develop SEPs, the quality of mechanisms for SEPs, therefore the quality of the plans, varied substantially from college to college. Five campuses did not keep records of the plans. At four of these sites, it appeared to the teams that very few students had probably completed even one-semester plans. At only four sites did the teams conclude that a substantial proportion of the non-exempt students complete SEPs. At only four sites were there systems in place which would encourage all students to review or to extend one-semester SEPs. Even at these colleges, it did not appear that many students availed themselves of the extended planning opportunities. Students who enrolled in personal development or college planning classes, or those in EOPS or DSPS, tended to be the most fully served in this component.

Record-keeping is a general problem

Record-keeping is a general problem. Many colleges were in the process of changing to new, automated student information systems and had underestimated the complexity of the change and the time involved. In the meantime, counseling departments either pursued time and labor-intensive paper filing systems, or they did not maintain files of student plans. Adequate, reliable tracking systems were inadequate or nonexistent at all 16 colleges. On the positive side, six colleges had impressive local or district plans underway for potentially effective tracking mechanisms.
At least eleven of the colleges were making a systematic effort to provide counseling for students who had not declared an educational goal and those who were enrolled in pre-collegiate basic skills courses, as required by Table 5. All of the sites were providing some type of counseling contact with students on probation.

Student Follow-up

Standards designed to satisfy legislation and regulations for this component require the development of a follow-up system to monitor all credit students' academic progress and assure appropriate referrals, if required.

STUDENT FOLLOW-UP COMPONENT

Component Standards

1. Provide post-enrollment evaluation of each non-exempt student's academic progress under specific academic conditions.
2. Establish a follow-up system that ensures regular monitoring for early detection of academic difficulty.
3. Make referrals to appropriate services/curricula as necessary.
4. Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilties.

Six colleges implemented relatively effective early alert system

Six of the colleges under review had implemented relatively effective early alert systems, and these systems required minor improvements. Four campuses had initiated ineffective systems which had limited instructional faculty participation, and five colleges did not have a systematic early alert in place for all credit students.

Well-developed follow-up procedures for EOPS, DSPS, and athletes

Following the pattern of past years, the campuses provided well-developed follow-up procedures for specific groups of students such as EOPS, DSPS, and athletes. These procedures had been in place before state-supported matriculation had been initiated.

Research and Evaluation

AB3 and Title 5 specify a large number of standards for matriculation research and evaluation. These standards suggest the types of data to be systematically collected and the areas in which analyses are to be performed.

- *Colleges demonstrated impressive progress in this component*
- *Even so, a majority of the campuses had not fully implemented the research and evaluation component*

Colleges as a whole demonstrated impressive progress in this component. Perhaps driven by the June 1993 deadline to complete required studies for locally-developed and locally-managed assessment practices and locally-derived cut scores, many colleges presented review teams with evidence of substantial efforts to meet state mandates. Even so, a majority of the campuses had not fully implemented the research and evaluation component, and five sites were directed to develop a research plan with appropriate staffing and timelines to implement the matriculation standards. In a few cases, it appeared to the review teams that colleges had a strong commitment to utilizing research and evaluation information to inform decision-making and to improve program development. In general, as in past years, implementation still appeared to be driven primarily by the requirements of state regulations rather than by questions posed by local campus decision-makers.

Responsibility to conduct matriculation research and evaluation clearly assigned at 12 colleges

Responsibility to conduct matriculation research and evaluation was clearly assigned to an individual or to a "research group" at 12 colleges. The remaining four colleges had not clearly assigned the research and implementation tasks. Over all the colleges reviewed, the individuals charged with implementing this component ranged from a Vice President of Planning and Research to a full-time faculty member on special assignment. At only two campuses did a director of institutional research oversee this component. The characteristic they all shared appeared to be a knowledge of research design and basic statistics.

Colleges varied in the extent to which they had addressed the research standards

Colleges varied in the extent to which they had addressed the research standards. Nine were conducting validation studies for local cut scores and/or for locally-developed or managed tests, and ten campuses had worked on bringing course prerequisites into compliance with state regulations. Most of the campuses which were implementing this component had done some work to study the impact of services — primarily assessment — on groups of students by the characteristics specified by Title 5. Several colleges had also conducted useful surveys of student satisfaction with matriculation services, while teams recommended that five colleges conduct such studies.

Colleges having the most difficulty had selected to develop and justify local assessment instruments or locally manage and

Colleges which appeared to be having the most difficulty were those which had selected to develop and justify local assessment instruments such as writing samples or which had decided to locally manage an instrument which had not been granted statewide approval from the Chancellor's Office. Taking on the role of a test publisher and the attendant requirements of demonstrating test reliability, validity, and lack of bias had proven to be more time and resource consuming than most had anticipated.

Complete, accessible databases were more in evidence in 1992-93 than in past years. Several colleges' research efforts were stalled by the lack of access to appropriate data, but this was not true of a majority of the colleges. Granted, many data processing systems were tedious and error prone, but improvements had been made or had been proposed which would facilitate tracking student progress and utilization of matriculation services. Five colleges which were part of multi-campus districts had apparently benefitted from the expertise available through district resources. On the other hand, three similar campuses which were also part of larger districts needed to improve communication and coordination with the district regarding matriculation research and evaluation.

RESEARCH AND EVALUATION COMPONENT

Component Standards

1. Establish and maintain institutional research for evaluating efficacy of matriculation services and remedial programs and services.

2. Evaluate all assessment instruments to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner.

3. Determine whether any assessment instrument, method, or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability.

4. Analyze degree of matriculation's impact on particular courses, programs and facilities.

5. Analyze degree to which matriculation helps students to define their educational goals and objectives.

6. Analyze extent to which matriculation promotes student success as evidenced by student outcomes, persistence, skill improvement, grades, and goal attainment.

7. Analyze degree to which matriculation assists district efforts to assess educational needs.

8 Analyze degree to which matriculation refers students to specialized support services and programs.

10. Determine ethnicity, sex, and age of credit students.

11. Determine proportion of students of ethnic, gender, age and disability groups placed in pre-collegiate, associate degree-applicable, or transfer courses in reading, writing, computation, or ESL.

12. Determine proportion of students of ethnic, gender, age and disability groups who enter and complete pre-collegiate basic skills courses.

13. Determine proportion of students of ethnic, gender, age and disability groups who complete pre-collegiate basic skills courses and who subsequently enter and complete associate degree-applicable courses.

14. Record number of students exempted by category and grounds for exemption.

15. Maintain numbers of students filing complaints and the basis of those complaints.

16. Document particular matriculation services received by each non-exempt student.

Chapter Three

Successful Matriculation Practices

In almost all cases, the colleges reviewed in 1992-93 had made good to excellent progress in implementing their matriculation processes. Admission, orientation, and counseling tended to be quite well developed, with exemplary practices often in place. The deadline to submit required evidence supporting locally developed or managed assessment instruments and locally derived cut-scores was June 30, 1993. This deadline appeared to have prompted greater attention to the assessment and the research and evaluation components than had been evident in past years. Site review teams found that, at several colleges, many of the studies required by Title 5 regulations were either completed or underway.

• ***Overall, the review teams noted a number of effective aspects of particular components which might serve as examples for other colleges.*** These observations are presented in this section with this precaution: although a component is cited, that is not to say that it was excellent in every respect. Rather, the citations present aspects of the components which appeared effective. It should also be noted that if a college is not cited here for an exemplary practice, it may well have had an effective matriculation process or successful components, but ones which related primarily to local campus conditions and therefore could not be widely replicated, or which were not implemented in unusually effective ways.

Coordination and Training

Responsibility for implementing matriculation has increasingly been vested in positions with an appropriate level of visibility and authority to manage a campus-wide process. Among the colleges reviewed in 1992-93, Matriculation Coordinators tended to be individuals with broad student services and management experience, and the most effective coordinators were those with formidable skills in communication, organization, and personal relations.

Review teams highly commended colleges which had established diversified and on-going in-service training practices, including handbooks, for matriculation staff and instructional faculty. The teams also noted greater instructional faculty participation in matriculation through the Matriculation Advisory Committees, faculty advising programs, and research and evaluation related to assessment and placement practices, including reviews of co- and pre-requisites. Active Matriculation Advisory Committees with influential members who represent instructional faculty, student services, classified staff, administrators, and students were common among effective matriculation processes.

Multi-campus districts often facilitated matriculation implementation through district matriculation committees which focused on issues of concern across the district. For example, districts attempt to implement admissions forms, student information databases, assessment practices, and follow-up procedures which are compatible across all campuses. Several districts also provide assistance with research and evaluation activities.

Almost all of those colleges visited had made good progress in establishing long-term policies and procedures addressing the rights, obligations, and responsibilities of students and districts/colleges.

Imperial Valley College

The Matriculation Coordinator manages the process through several means: a representative and active Matriculation Advisory Committee; presentations to academic departments, the Academic Senate, and campus committee meetings; a concise, easily understood monthly newsletter; and frequent personal contacts with faculty and staff.

Matriculation-related training occurs throughout the year. New counselors and faculty advisors participate in a comprehensive three-week training program during the summer. They learn about all aspects of matriculation, institutional policies and procedures, financial aid, and college programs and services. New and part-time counselors participate in training throughout the school year. Instructors who conduct orientation classes must take part in annual in-service training. During the annual ten-day flex period, the Matriculation Coordinator presents well-attended workshops for faculty and staff.

The Matriculation Coordinator informs the campus through written materials as well. Counseling handbooks are distributed to counselors and faculty advisors and available to any interested college faculty and staff. A second handbook, which describes how course placement recommendations are made, is particularly thorough and could be shared with all mathematics and English faculty. (Jan Magno, Matriculation Coordinator, Imperial Valley College, P.O. Box 158, Imperial, CA 92251-0158, 619-355-6257 ext. 257)

Los Angeles Pierce College

The Matriculation Coordinator maintains positive and regular interactions with all segments of the college. Leaders from all campus constituencies have been members of the Matriculation Advisory Committee for several years. They meet monthly and more often, as necessary, in sub-committees to implement the process. The Dean of Student Services and the Matriculation Coordinator attend monthly district coordinators' meetings,

where Pierce College takes a leadership role in shepherding many projects such as the Assessment and Placement Management System.

Numerous, on-going activities occur in all components. These include regular staff meetings for the Admissions and Records office, weekly counseling staff meetings, meetings with individual departments, workshops for faculty advisors and for those who work with high-risk students, training for peer advisors, and training for English essay readers. (Yasmin Delahoussaye, Matriculation Coordinator, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371-0001, 818-719-6406)

Los Angeles Valley College

Because of the strong shared governance structure at Valley, and because the faculty has embraced matriculation as a responsibility of the Academic Senate, matriculation efforts have been designed and developed with widespread input. In addition to coordinating the process and communicating through an active Matriculation Advisory Committee, Academic Senate, and College Council, the Matriculation Coordinator communicates through a newsletter and other correspondence, including electronic mail, and through presentations to departments, offices, and student groups.

In addition to the training that occurs through sharing information in committees, the Matriculation Coordinator has conducted a prodigious number of formal training sessions with faculty, staff, and students. Presentations have been made to departments, offices, student groups, and the Board of Trustees. These presentations have ranged from short updates to thorough reviews of matriculation policies, procedures, and activities and have taken from several minutes to several hours. The training activities have been timely and proactive and have resulted in a well-informed faculty and staff and an excellent understanding of Title 5 standards. (Doris Richardson, Matriculation Coordinator, Los Angeles Valley College, 5800 Fulton Avenue, Van Nuys, CA, 91401-4096, 818-781-1200 ext. 342)

College of the Sequoias

The Matriculation Advisory Committee (MAC), composed of a broad representation of student services and instructional faculty and staff and a student representative, served as a steering committee, an educational forum, and a vehicle for coordinating student services and instruction. Special subcommittees, composed of MAC members and other representatives from instruction and student services, have been formed to focus closely upon specific issues such as English and mathematics assessment and prerequisites.

The college has hosted a number of less traditional, but effective, training opportunities. Twice each semester, the Associate Dean of Matriculation meets with the head counselors from the district high schools to encourage local graduates to enroll at COS. One very effective event served two purposes. By hosting a Region 5 meeting, COS also provided an excellent opportunity for faculty and staff to participate in question-and-answer sessions to learn more about matriculation. These sessions were recorded, and transcripts were made and distributed to all participants. Another innovative staff training activity was to invite instructional faculty members to team with students and participate in orientation sessions and experience the entire process. (Christina Knox, Associate Dean, Student Services, College of the Sequoias, 915 South Mooney Boulevard, Visalia, CA 93277-2234, 209-730-3700 ext. 268)

Admission

This component was consistently strong across the group of colleges reviewed. Through the admissions component, colleges were establishing more consistent procedures for implementing matriculation exemption and waiver policies, although there were still some deficiencies in this area. In general, through the admissions component, most campuses were more often than not, attempting to accommodate the information requirements of each matriculation component.

The colleges were also exploring new means of making the admissions process more efficient and responsive to diverse student needs. Excellent telephone and mail-in systems had been implemented, and several campuses had exemplary practices in place to address the needs of culturally and linguistically diverse students.

Los Angeles Pierce College

Early in the application process, students receive clear, consistent, and comprehensive information about matriculation. Applications are processed while the student waits, and exemptions from components are identified at that time. Non-exempt students who do not wish to participate must obtain a counselor's signature on a waiver form. The college's micro-computer specialist diligently tracks the students' 12-unit exemption status.

If students indicate on the college application that they are interested in one of the special services, a copy of the application is sent to that service office. Orientation and assessment appointments are then set. If a student indicates that English is not his/her native language, the admissions clerk will ask if the student prefers to take placement tests for ESL. During registration, interpreters are available in the registration arena for students who speak Spanish, Farsi, Chinese, Korean, and Japanese. They wear easily identifiable t-shirts as well as buttons written in English and the second language. (Yasmin Delahoussaye, Matriculation Coordinator, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371-0001, 818-719-6406)

Los Angeles Valley College

Admissions and Records office staff clearly understand and consistently follow standard procedures regarding matriculation. Regular in-service, an excellent procedures manual, and an experienced and dedicated staff have assured the component's overall quality.

The main information desk in the admissions center is staffed not only by admissions staff, but also by college administrators who are all trained to deliver thorough, accurate, clear information.

In addition to the application, new students receive an exemption status form and a matriculation brochure which maps the process and explains students' rights and responsibilities and the waiver procedures. The exemption status form requires multiple criteria to establish exemption from orientation and assessment. Admissions staff review the form with each student and then set appointments for assessment and orientation.

The college application and the exemption status form allow staff to identify students with special needs and to make early accommodations for them. Students who indicate that English is a second language may set appointments for special ESL assessment and orientation sessions, receive admissions and registration materials written in their primary language, receive help from interpreters and avail themselves of instructions for completing the admission process which are audio-taped in various languages to accommodate their needs. (Doris Richardson, Los Angeles Valley College, Matriculation Coordinator, 5800 Fulton Avenue, Van Nuys, CA, 91401-4096, 818-781-1200 ext. 342)

Skyline College

The college catalog has four pages of well-written Spanish language translation which includes a comprehensive summary of information related to admissions and registration, placement testing, counseling, academic policy and special projects/services. (Rosa Perez, Dean, Counseling and Matriculation, Skyline College, 3300 College Drive, San Bruno, CA 94066-1698, 415-355-7000)

Orientation

Orientation continued to be a well-implemented component among the colleges reviewed. Large group orientations were the general rule; however, several colleges offered alternatives through small groups, video presentations, and extended orientation classes. The most effective video presentations appeared to be those with some adaptation for language minority students and those which were focused on a specific topic such as interpreting study skills. Counselors were most often responsible for providing orientation activities, but at several campuses, students and faculty advisors participated as well.

The colleges often attempted to standardize orientation presentations by following scripts and providing students with handbooks. Several colleges very effectively made the information required by Title 5 clear to the students, while other colleges did not present clear or complete information, especially regarding matriculation assessment and exemption and waiver policies.

Cerro Coso Community College

New, non-exempt students participate in thirty-minute group orientation sessions immediately following the three-hour placement testing session. Students then meet with counselors for half an hour to prepare for registration. The orientation follows a detailed script, is

given throughout the semester by counselors and counselor technicians. All participants receive a Student Handbook which outlines matriculation components, exemption criteria, and student rights and responsibilities. (Barbara Butler, Director of Matriculation, Cerro Coso College, 3000 College Heights Boulevard, Ridgecrest, CA 93555-7777, 619-375-5001 ext. 354)

Hartnell College

A 15-minute video tape supplements the information provided during orientations. It provides a creative and lively overview of academic programs and is available in both English and Spanish. The tape may also be adapted as a recruitment tool. (Ignacio Pando, Vice President of Student Services, Counseling and Admissions, Hartnell College, 156 Homestead Avenue, Salinas, CA 93901-1697, 408-755-6700)

Los Angeles Mission College

The college is commended for its high school outreach program. An admissions clerk accompanies the college outreach counselor to the high schools, where students complete applications and participate in assessment and orientation. As part of the community outreach program, the college conducted testing and orientation at five local high schools in Spring 1993. During these sessions, students completed student educational plans (SEPs). A half-day orientation at these sites was conducted last summer, featuring a panel of then-current students. It started an informal mentoring process,and included departmental representatives who helped students set goals.

Porterville College

Bilingual (Spanish/English) orientations are regularly offered with dates and times published in the schedule of classes and flyers disseminated throughout the community. The sessions are conducted by the Matriculation Coordinator and an ESL instructor. Materials written in Spanish are provided, and students attend counseling appointments with the Coordinator or with another Spanish-speaking counselor. (Mercedes Herrera, Matriculation Coordinator, Porterville College, 900 S. Main Street, Porterville, CA 93257-4706, 209-781-3130 ext. 337).

Riverside Community College

Counselors and educational advisors follow a comprehensive written outline to ensure consistent orientation information. Materials include an attractive, easy-to-use student handbook, the college catalog, course schedule, and a very informative 15-minute video. Orientation sessions cover the matriculation process, RCC programs and services, and an explanation of registration. At the conclusion of the session, students receive placement test results and instructions on test interpretation. (Jeanie Briesacker, Dean of Counseling, Riverside Community College, 4800 Magnolia Avenue, Riverside, CA 92506-1299, 909-684-3240 ext. 5120)

College of San Mateo

Students participating in orientation are provided a college catalog, class schedule, and instruction in how to use them. They are also introduced to college faculty and to the programs and services available to them. During the 50-minute orientation, students receive folders with the results of their assessments. They also view a professional quality 15-minute general information video which provides a campus "tour". There are two additional videos available. One details graduation requirements for the Associate degree, and the second explains the general education requirements for transfer to the CSU system. (Patricia L. Griffin, Vice President, Student Services, College of San Mateo, 1700 West Hillsdale Boulevard, San Mateo, CA 94402-3757, 415-574-6161)

College of the Sequoias

The orientation program is in three parts. The first is a one-hour, large-group presentation to acquaint students with college programs, courses, policies and procedures. During the second hour, students participate in individual counseling appointments, prepare an educational plan, complete a campus tour, and participate in a small-group advising session. Students also watch a brief video presentation that assists them to interpret the results of the study skills profile (PASS) administered during the assessment process. The last hour of "Steps to Success" is devoted to registration. The students receive a thorough, well organized information packet as well. Peer advisors are used effectively in conducting

the large-group sessions, campus tours, and pre-registration advisement. (Christina Knox, Associate Dean, Student Services, College of the Sequoias, 915 South Mooney Boulevard, Visalia, CA 93277-2234, 209-730-3700 ext. 268)

Skyline College
An Orientation Workbook is given to all students as a part of an orientation packet. Students are encouraged to use the workbook as a guide to course selection and developing an educational plan and as a permanent personal file. (Rosa Perez, Dean, Counseling and Matriculation, Skyline College, 3300 College Drive, San Bruno, CA 94066-1698, 415-355-7000)

Assessment

Assessment was implemented at every campus, and there appeared to be generally good awareness among student services staff as well as instructional faculty that only assessment practices proven to be valid, reliable, and unbiased could be used. Faculty were often involved in selecting or reviewing assessment instruments, establishing cut-scores, and evaluating the validity and reliability of those practices. They were also directly involved in decisions regarding co- and prerequisites. Appropriate use of multiple measures in assessment and placement had not been fully implemented at every campus, but the teams noted progress at each site.

Bakersfield College
The mathematics and English faculty have worked with the Assessment Center Director to recommend items from the ASSET personal information questionnaire to be used by counseling staff during advisement sessions. Instructors actively participate in scoring tests, identifying multiple measures for recommending placement, and validating assessment and placement practices. (Sandra Serrano, Associate Dean of Student Services, Bakersfield College, 1801 Panorama Drive, Bakersfield, CA 93305-1299, 805-395-4011)

Cabrillo College
The matriculation staff developed a survey, "Other Considerations for Course Placement at Cabrillo College," which is used to assist students in course selection. The survey collects information that can be used as multiple measures, and it includes some measure of

study and learning skills. The surveys are distributed to students who arrive for the placement tests. Students are advised to discuss their responses with counselors for initial placement recommendations.

The Director of Student Development designed a form to assist in validating all new course co- and prerequisites. The form appropriately relies upon review and action by the Curriculum Committee and the Academic Senate. (Penny Johnson, Director Student Development, Cabrillo College, 6500 Soquel Drive, Aptos, CA 95003-3198, 408-479-6100)

Riverside Community College
Students at RCC make individual testing appointments during an expanded testing schedule. The appointments are tracked through appointment cards. Test security procedures are effective, and testing instructions are standardized. Improved materials, including a large-print version of the ASSET are used. Students receive their assessment scores immediately after testing, and the scores are uploaded to the mainframe by the next day. (Jeanie Briesacker, Dean of Counseling, Riverside Community College, 4800 Magnolia Avenue, Riverside, CA 92506-1299, 909-684-3240 ext. 5120)

Counseling and Advising

Counseling and advising services have been institutionalized for many years in the colleges under review in 1992-93. Counselors were directly involved in all matriculation components. Teams at about half of the sites reported that significant numbers of students completed student educational plans. At about half of the colleges, the student groups identified by Title 5 for special attention were ensured some counseling or advising service. Electronic student educational planning files were being proposed or installed in seven colleges, and when fully implemented they should greatly facilitate regular review of the plans and tracking services.

Instructional faculty participated in formal advising on six campuses. The best of these programs provided faculty with timely, on-going inservice training clarifying their role and explaining matriculation. While counselor assistance during course selection and educational planning were common at all colleges, counselors' roles varied significantly across the colleges and included: interpretation of test scores,

providing orientation, providing career assessment, teaching guidance classes, serving on matriculation committees, conducting follow-up, and tracking students. Counselors handled these roles quite effectively in the colleges visited.

American River College

In addition to individual counseling responsibilities, each counselor has liaison responsibilities to an instructional division on campus and conducts outreach to a designated local high school. Counseling/advising is available to all students during day and evening hours, on campus and at off-campus sites, thus accommodating the diverse schedules of the student population. (Rosemary Montijo, Vice President, Student Services, American River College, 4700 College Oak Drive, Sacramento, CA 95841-4286, 916-484-8011)

Cerro Coso Community College

The counseling staff attempts to use multiple measures in making course recommendations. After completing the ASSET, students meet with counselors for half an hour and begin developing educational plans, using a consistent college-wide student educational planning form. The college has instituted a policy whereby students are required to establish a specific educational goal during the term after completing 15 semester units. After establishing the goal, a student must develop an educational plan within 90 days. Adequate counseling support is available to provide the service within the required time period. (Barbara Butler, Director of Matriculation, Cerro Coso College, 3000 College Heights Boulevard, Ridgecrest, CA 93555-7777, 619-375-5001 ext. 354)

Imperial Valley College

Counseling and advising services are provided by professional counselors, faculty advisors and a counseling mentor. Instructors were invited to apply for the advising program. At the time of the site visit, eight faculty advisors had been selected and trained. The advisors are scheduled one evening weekly, from 4:00 to 8:00 p.m., Monday through Thursday, and during the summer about a month before walk-in registration. Two faculty advisors and one mentor are always on duty, and one advisor is bilingual.

A strong mentoring attitude prevails in the counseling department, and in-service training continues throughout the year. The Matriculation Coordinator and the Vice President of Student Services ensure that thorough training for faculty advisors and part-time counselors is provided during the summer, on flex days, and periodically during fall and spring semesters. (Jan Magno, Matriculation Coordinator, Imperial Valley College, P.O. Box 158, Imperial, CA 92251-0158, 619-352-8320 ext. 257)

Los Angeles Pierce College

Counseling and advising are delivered by counselors, faculty advisors, and peer advisors, and excellent resources are available through the Learning Resources Center and the Career Center. Printed materials are excellent and provide clear, consistent information. Both day and evening students are well served.

Advisement begins during the orientation and assessment process. During pre-registration group counseling sessions, counselors help students apply the assessment information to creating a one-semester educational plan. Students are encouraged to make follow-up appointments with counselors for more in-depth planning. The sessions are recorded on contact cards and up-dated educational plans. In the near future, electronic educational planning capabilities will be implemented. (Yasmin Delahoussaye, Matriculation Coordinator, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371-0001, 818-719-6406)

College of the Sequoias

A highly committed, well-organized counseling team demonstrates a high-energy style and is comprehensively involved in numerous projects and committees on campus and in the community. The Career Center has effectively and sensitively tailored services to students who indicate an undeclared goal on their admission application. The Career Center staff encourage a sequential process in which student workers help students research career options and assess interests. Professional staff also provide specialized workshops and individualized appointments. (Christina Knox, Associate Dean, Student Services, College of the Sequoias, 915 South Mooney Boulevard, Visalia, CA 93277-2234, 209-730-3700 ext. 268)

Skyline College
To encourage persistence among re-entry and ethnic and language minority students, the counseling department has developed Puente, ASTEP (African American Success Through Excellence and Pride), WIT (Women in Transition), and the Philipino Mentorship program which complement EOPS and DSPS. The supplementary programs include regular counseling, special instructional courses and mentoring. ASTEP and the Philipino Mentorship program are still in the planning process and are expected to begin by Fall, 1993. (Rosa Perez, Dean, Counseling and Matriculation, Skyline College, 3300 College Drive, San Bruno, CA 94066-1698, 415-355-7000)

Follow-Up

Although follow-up was unevenly implemented among the colleges reviewed, a majority of the sites had initiated some system for monitoring the academic progress of all credit students. At most campuses special programs such as EOPS and DSPS had fully-developed, long-standing early monitoring systems for their students. The most effective follow-up systems included extensive instructional faculty participation, were done in a timely fashion, and utilized the information for counseling and advising.

Cañada College
The English Institute (ESL instructors and support services) developed a pilot program designed to encourage persistence among ESL students who were in transition between the Institute courses and general college courses. A set of specially designed courses are offered in several academic disciplines such as biology and algebra. Instructors in these academic areas receive training to assist ESL students. Once a week, an ESL instructor joins the classes to assist the students and the instructors. While initial funding for this program came from external sources, the college continues to offer courses through this innovative approach. (Joan Del Gaudio, Dean of Counseling and Matriculation, Cañada College, 4200 Farm Hill Boulevard, Redwood City, CA 94061-1099, 415-364-1212)

College of San Mateo
An early alert system has been in place at College of San Mateo for about three years. All instructors receive

rosters with the students' telephone numbers and assigned counselors, and faculty are encouraged to intervene early to help students who may be having academic difficulties. After the first census week, instructors may send recommendation forms for campus services. The most frequent method by which instructors contacted counselor/advisors, for example, was by telephone. Students also receive mid-term grades each semester. (Patricia L. Griffin, Vice President, Student Services, College of San Mateo, 1700 West Hillsdale Boulevard, San Mateo, CA 94402-3757, 415-574-6161)

Research and Evaluation

Much progress was noted in this component. Many colleges had developed appropriate research infrastructures with trained personnel and adequate data bases to meet the requirements of state regulations. Although few colleges had the resources to hire a designated or full time institutional researcher, many had turned to creative and effective alternatives with collaborative efforts among faculty, matriculation staff, administrators, and occasionally, independent consultants. Dramatic progress should be expected in the near future if the colleges' plans materialize to implement more useful data processing systems. Instructional faculty involvement in this component was impressive. Through their efforts to validate assessment instruments and/or cut scores, many faculty had moved toward a reevaluation of the curriculum and academic standards. As with follow up, strong research components may be identified by their successful use of the information they collect and analyze.

Bakersfield College

Excellent research and evaluation occur on at least two fronts. Individual instructors and departments conduct studies about student progress as it relates to particular departmental interests, and the Director of the Assessment Center and the Admissions and Records Office conducts or manages research projects to meet state matriculation requirements. Automated information systems at the district and on-campus greatly facilitate the studies.

The American College Testing Program (ACT), publisher of the ASSET, has worked with the college matriculation research director to complete state required studies.

The English departments at Bakersfield College and

California State University at Bakersfield worked cooperatively on an especially laudable study under a grant from the state Chancellor's Office. The purpose of the study was to articulate placement practices and curricula between the two institutions. The project achieved its intended goals and reaped the added benefits of creating clarity and commitment about curriculum improvement among all parties involved. (Sandra Serrano, Associate Dean of Student Services, Bakersfield College, 1801 Panorama Drive, Bakersfield, CA 93305-1299, 805-395-4011)

Imperial Valley College

Increasingly, research and evaluation findings have played a role in institutional development and improvement. The Vice President of Student Services has worked with the Matriculation Coordinator, with members of the Matriculation Advisory Committee and with faculty in the English and mathematics departments to complete studies which address matriculation standards. They follow a systematic approach to the research, relying upon on-going longitudinal data bases as well as upon single-focus studies. A comprehensive longitudinal study has been designed to track students from their first contact with the college to the time they stop out, drop out, graduate, or transfer. Information about student demographics, assessment, service and program usage, course selection, and performance outcomes will help to improve matriculation and the institution as a whole. (Jan Magno, Matriculation Coordinator, Imperial Valley College, P.O. Box 158, Imperial, CA 92251-0158, 619-352-8320 ext. 257)

Los Angeles Pierce College

The district has established comprehensive central data bases and processing systems with the requirements of Title 5 clearly in mind. The Matriculation Evaluation Data System (MEDS) includes an assessment data file and a student information data file drawn from information provided on the district application forms and on campus-specific instruments. Pierce College has been instrumental in implementing the district's Assessment and Placement Management System (APMS), which banks an impressive array of information about students that is useful for counseling and research and evaluation.

The APMS also contains the tools necessary to generate placement recommendations; tailored reports for students, counselors, and other interested users; mailing information; and a host of other possibilities. (Yasmin Delahoussaye, Matriculation Coordinator, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371-0001, 818-719-6406)

College of the Sequoias

The research and evaluation studies are designed to provide information for decision-making for improving programs and services; the studies rely upon sound research and evaluation models. Research efforts have involved administrators, staff, and student services and instructional faculty, ensuring that the purposes for the studies are commonly understood and the products useful for more than state reporting purposes.

The college has an excellent information services system located on campus. Software for student records, developed by COS staff, are directly responsive to local needs. Counselors have worked with data processing staff to design an electronic student educational planning system. The college has also implemented a Title III grant which supports, among other things, a project to improve services tracking throughout the college and a project to foster faculty expertise in utilizing electronic media.

The Coordinator of Assessment and the Research Technician report findings through clear and complete traditional written reports, and through other reporting mechanisms such as direct, in-person reports; short abstracts; and an excellent "Student Services Research Newsletter." (Christina Knox, Associate Dean, Student Services, College of the Sequoias, 915 South Mooney Boulevard, Visalia, CA 93277-2234, 209-730-3700 ext. 268)

Appendix A

Matriculation Site Visit Evaluations Conducted in 1992-93

MATRICULATION EVALUATIONS: 1992-93

American River
Bakersfield
Cabrillo
Cañada
Cerro Coso
Skyline
Gavilan
Hartnell
Imperial Valley
L.A. Mission
L.A. Pierce
L.A. Valley
Porterville
Riverside
San Mateo
Sequoias

Matriculation Evaluations by Region, 1992-93

Region 2

American River

Region 3

Cañada
San Mateo
Skyline

Region 4

Cabrillo
Gavilan
Hartnell

Region 5

Bakersfield
Porterville
Sequoias

Region 7

L.A. Mission
L.A. Pierce
L.A. Valley

Region 9

Cerro Coso
Riverside

Region 10

Imperial Valley

Appendix B

Matriculation Evaluation Review Procedures

TEAM MEMBER'S GUIDE
to the
MATRICULATION EVALUATION

Imperial Valley College
November 3-6, 1992

This guide will explain the matriculation evaluation to the review team member. It will familiarize you with the review process and help ensure that the site visit runs smoothly and effectively. The guide is divided into four parts: an overview of the evaluation process, including the site visit; a description of the review team; a description of the evaluation of matriculation and your role in it; and a suggested timeline for the site visit.

I. Overview

The Chancellor's Office uses the fourth year of the six-year accreditation calendar (i.e., the academic year prior to the self-study year) as the time frame within which site visit evaluations of matriculation are conducted. This approach provides the districts and colleges with a predictable, widely-used calendar on which to plan for the site visits. It also allows Chancellor's Office staff to better coordinate the visits.

A list of the colleges whose matriculation process will be reviewed in 1992-93 is attached. These are the colleges whose comprehensive accreditation visit will take place in 1994-95. Colleges and districts are notified individually of the dates their matriculation site visits.

The matriculation evaluation site visits have four main purposes:

1. To provide formative evaluation information to the colleges and districts regarding the implementation of matriculation, and to assist the colleges in strengthening their matriculation process;

2. To provide the colleges and districts with detailed, useful and timely information on matriculation, for use in the colleges' accreditation self-study;

3. To provide the Chancellor's Office with detailed information on the implementation of matriculation at individual colleges and information that can be aggregated for required statewide reporting (e.g., annual reports to the Legislature; reports to the Board of Governors, CPEC and other agencies);

4. To provide matriculation-related staff at individual colleges the opportunity to exchange ideas and experiences with their colleagues from other colleges on the review team and with Chancellor's Office staff.

The first step in the site visit is the collection and provision of information for the review team. This information allows you to prepare for the site visit well before you arrive on campus. Approximately one month before the site visit, the Chancellor's Office will send you a copy of the college's approved **matriculation plan**, its recent **Progress and Expendi-**

ture Reports, and this **Guide**. At about the same time, the college's matriculation coordinator will send to each team member a **Matriculation Information Packet** (checklist attached). In some cases, the college may not use or have available all the items, while in other cases one item is included within another (e.g., matriculation appeals procedures within the catalog or course schedule).

Where possible, the matriculation coordinator will send items 27-29 (local matriculation research and evaluation studies, including validation studies) to the team members who will be responsible for reviewing those component areas. But if items 27-29 entail a very large volume of materials, unsuitable for mailing, the coordinator will have the studies available for the team members' review when they arrive at the college.

The coordinator will include his or her own **Brief Self-Assessment** of matriculation at Imperial Valley in the team's Information Packet. The self-assessment describes the strengths of the matriculation process at Imperial Valley and the areas in which it needs further development. By design, there are no specific instructions for completing this page; it is intended to give the team a candid, not necessarily objective, perspective on matriculation at Imperial Valley.

Finally, the coordinator will prepare a **Staffing Survey** of college positions that have been funded from the state matriculation allocation since the inception of state support in 1987-88 (example attached). The survey collects a selected set of fiscal and operational information about matriculation that helps the Chancellor's Office, the districts and the colleges further develop their accountability procedures. The information also helps the evaluation team focus on those areas where the college has expanded its staffing and services in line with its matriculation plan. The survey is completed several weeks before the site visit; the Chancellor's Office will make it available to the team members on site, if not before.

The second step in the evaluation is the site visit to the campus. Each of the colleges is visited by a review team composed of selected matriculation-related instructional and student services staff from other colleges in the state and an independent evaluation consultant (Educational Evaluation Associates) contracted to assist the Chancellor's Office with the site visit. Each site visit evaluation is based on the college's approved plan and any updates or revisions to it; the annual progress reports; the documents distributed before the site visit; a review of files and other documentation available on campus; interviews with administrators, instructors, certificated and classified staff, and students; and observations (where appropriate) of matriculation services and activities.

An oral report of the team's findings and recommendations will be presented the last day of the site visit. The report will contain component-specific and matriculation-wide observations. A written final report will be produced within five weeks of the site visit and sent to the college, the state Chancellor's Office and the review team members. Follow-up on the report and its recommendations, including the college's corrective actions (if any are needed), is a shared responsibility between the college and the Chancellor's Office.

II. The Evaluation Team

For the 1992-93 academic year, the Chancellor's Office has contracted with Educational Evaluation Associates (EEA) to assist in conducting the matriculation evaluation site visits. The consultant chairs the evaluation team and works with the Chancellor's Office to coordinate all pre-site-visit activities (letters, instructions, team members' assignments, interview schedules, and communication with the campus); all on-site activities (introduction, team meetings, preparation of the oral report, presentation of the report); and the preparation of the written reports. The team chair also shares data-gathering responsibilities with the other team members during the site visit, including staff and student interviews.

Aside from the team chair, the team members are matriculation-related staff and faculty at other colleges. The review team functions as a single team, with each member having both component-specific and program-wide responsibilities. In this way, the team's structure and duties closely resemble the college's own structure, i.e., individuals who focus on one or more component while coordinating it with other matriculation services and college operations. This approach also ensures that the final evaluation report contains both component-specific and college-wide perspectives and recommendations.

The size and exact composition of the review team vary from one college to another, depending on the size of the college, the size of the matriculation effort (e.g., number of staff and number of students served), and the range and complexity of the matriculation services. You will be notified of the size of the team on which you will serve, and the individuals on it, as soon as it
is finalized.

All team members arrive the first morning of the site visit (Tuesday) and have their initial team meeting at noon on campus. At 1 p.m. there is an introduction of the team to the college administrators, matriculation coordinator and other matriculation-related staff; a planning meeting with the coordinator alone; and a general orientation to the college. The remainder of the site visit is devoted to interviews, observations, and review of documents. There are formal or informal meetings of the team interspersed as necessary. The exit interview takes place Friday afternoon, and the evaluation team returns home that afternoon or evening. A tentative schedule for the three-and-a-half-day site visit is attached.

A member of the Chancellor's Office Matriculation Unit staff will join the site visit team as an observer on the last two days of the site visit. He sits in on the formulation of the team's findings and recommendations, and joins the team at the exit interview on the final day. The staff member's role in the site visit is to "touch base" with the team members and with the matriculation coordinator and college administrators, in case there are questions about the possible ramifications of the evaluation team's visit and findings.

While each of the team members may speak with slightly different groups of staff and students, and may concentrate on particular component areas, the success of the evaluation visit depends upon close coordination and interaction among all team members. The team will meet regularly during the course of the site visit, including informal discussions dur-

ing the day and formal, structured meetings in the morning or evening. Team members have somewhat separate responsibilities and backgrounds, but their final product is a *single* evaluation and a *single* set of recommendations which embody their *combined* insight into the college's matriculation effort.

The Chancellor's Office pays for your travel expenses to and from the review site, and it provides a per diem to cover your hotel and meal expenses. However, these are on a reimbursement basis and may take up to three weeks after the visit to process. Please coordinate your travel and hotel plans with Peter White in the Chancellor's Office, at (916) 323-5957, or with Maureen Stout, of Educational Evaluation Associates, at (310)206-0361.

III. The Evaluation of Matriculation and Your Role in It

As a college staff member, your role in the evaluation is particularly important. Your special matriculation-related experience brings a unique perspective to the team and to the college under review. You will share the responsibility with other team members for the matriculation activity review portion of the evaluation: for examining matriculation activities and staff assignments, comparing actual matriculation services with planned services, actual outcomes with planned outcomes, and developing recommendations for improving current and future matriculation activities. Most of your duties take place during the site visit itself, but some pre-visit preparation on your part is required as well.

Before the Site Visit. Your job before the site visit is to familiarize yourself with all the materials that are sent to you by the Chancellor's Office staff and by the college. These include the college's matriculation plan, any plan updates, annual progress reports, other available information about the college and its matriculation process, some general college materials (e.g., catalog, course schedule), and this guide.

The matriculation plan is the central document of the site visit for you and the other team members. Most of your questions and interviews during the visit will be based on what is contained in the plan (and what is missing from it). Know it before you get to the college. Read it several times, and begin to formulate questions about the activities shown in the plan, the timelines, intended outcomes of each activity, and the staffing patterns of the process. Jot down these questions on your copy of the plan; they will help you greatly when it comes time to interview staff members and look through matriculation documentation.

Several weeks before the site visit, the team chair will assign each team member one or two matriculation components and/or related areas on which to focus. The chair and the college's matriculation coordinator will then build your staff and student interview schedule around this assignment, and you will later be responsible for developing the team's written findings and recommendations in those areas. Wherever possible, the assignments will be made in consultation with you and will reflect your background and interests.

The Chancellor's Office will provide you the opportunity to participate in a one-day orientation/training workshop before your site visit. The workshop will provide an overview of matriculation and how it's evaluated; introduce you to the purposes, structure and proce-

dures of the site visits; give you a chance to practice some of the skills you'll be using on the visits (e.g., review of documents, individual and group interviews, team discussions, writing up sections of the final report); and introduce you to your fellow team members, including some of the team leaders from Educational Evaluation Associates. You are not required to attend the workshop in order to serve on an evaluation team, but we *strongly* recommend that you do so. More specific information on the workshop will be sent to you under separate cover.

In addition to the workshop, much of what you need to know is explained in this guide and will be amply reinforced "on-the-job" the first day of the site visit. If you have any further questions before the site visit, feel free to contact staff members of the Chancellor's Office Matriculation Unit.

<u>During the Site Visit: Your Activities</u>

1. The team will meet at 12 noon on the first day (Tuesday) of the site visit. This meeting allows the team members to meet eachother, to discuss the procedures to be followed during the visit, to review each other's component assignments and the respective interview schedules, and to share any initial impressions of the college's matriculation process based on the plan, progress reports, and so forth.

2. The Matriculation Coordinator will schedule an informal introduction (30 minutes) the first afternoon of the visit to provide you and the team with the opportunity to meet selected college staff and chat informally. This casual introduction gives the team an opportunity to establish initial contact with members of the college staff. It is important that all team members be recognized by college personnel, and this is an efficient and non-threatening way to accomplish this goal.

3. The next activity is a planning meeting with the Matriculation Coordinator. During this meeting, the team members go through the college organization chart, the matriculation plan, and the most recent progress report with the Coordinator to determine interview and documentary sources for each matriculation activity or service.

Remember, your primary responsibility during the visit is to determine the extent to which each component is being implemented, so you will want to specify in this meeting which matriculation or other college staff members (including instructors) to interview to obtain this information. For some activities or services, the Matriculation Coordinator is the person who can provide you with the necessary information; for other activities, it may be other staff members, administrators, counselors, instructors, or even off-campus individuals.

4. The next activity is a general campus orientation. This includes seeing the matriculation office (if identified as such), a <u>short</u> tour of the campus, and an introduction to and brief meeting with the college President (if he/she did not attend the introductory meeting).

5. After the orientation, you and the other team members get together to review interview tasks. (Note: the first informational interview with the Matriculation Coordinator should be conducted by all the team members together). Depending on the scope of the matriculation process and the range of college staff to be interviewed, you may work part of the time with other team members and part of the time on your own.

6. The team members begin to gather and record data for the programactivity review.

- The first interview is with the Matriculation Coordinator. Using the matriculation plan as a guide, the Coordinator is be asked to provide information about all of the activities and services for which he/she was earlier identified as an appropriate informant. For example, the Coordinator is probably the person who has the most information about the campus-wide coordination of services. Proceed through all the components, discussing those items that are immediately within the Coordinator's knowledge. Two or three separate interviews with the Coordinator over the visit's three days may be needed to complete the information that he/she has to offer.

- During the rest of the first day, all of the second day, and half of the third day that you are on campus (Tuesday, Wednesday, Thursday), the team members continue to gather and record data by interviewing other staff members and students. You should be recording information about actual levels of service, the way these services are being delivered, and noting any discrepancies between actual services and the plan's description of proposed services.

- Your interviews and observations should also touch on students served by each component. As you talk with matriculation staff, ask about the number of students served by each component (estimates or, if available,specific figures from the recent progress report) and how these service data are recorded and collected.

7. A final interview with the Matriculation Coordinator will be scheduled for you and the other team members for the late morning of your third day on campus (Thursday). At this meeting you will complete any missing "pieces" of the review. If time permits, you can also use this interview to discuss other issues or concerns that have emerged in your interviews to that point.

While your are interviewing, keep an open mind. Remember that you will not be able to understand the entire matriculation process, much less draw firm conclusions and recommendations about it, until very near the end of the visit. Also, do not try to impose your own concepts, or some ideal matricu-lation process, on the college that is being reviewed. Let people explain their concepts and their activities, and try to understand them in their own terms.

You can share ideas from your college, of course, but try not to do this until well into the evaluation visit. You are there to hear about their matriculation process. What you honestly believe to be "sharing" can easily be interpreted by staff members under review as "orders" or "impositions", and can turn out to be misconstrued and even resented.

8. Not all of the information that is necessary to complete the program activity review will be obtained from interviews. You will also examine records, review component documents, student files, and observe activities and services where appropriate.

9. As the site visit continues, there are formal and informal team meetings to share impressions and initial findings, and to make adjustments in plans. These meetings may occur during the evening, at lunch, or at other times during the day. The purpose of such meetings is to compare impressions, determine if there are significant discrepancies in team member observations, and suggest areas for more intensive review. Such meetings are important. Sharing insights and concerns early on will allow team members to redirect their attention into areas that warrant further understanding.

10. After the team members have completed their individual activities, you will meet during the afternoon and into the eveningof the third day (Thursday) to prepare the team's summary findings and formal recommendations for the exit interview. The team chair will provide you copies of site visit reports from other colleges, to give you an idea of the length, tone, level of detail, scope and so forth of what you will be expected to write for the Imperial Valley report.

First, there will be a meeting of the entire team, to review each other's tentative findings in each component. Then the team will divide into component-specific groups to develop the more detailed sections of the report. (In fact, you may be a one-person "group" for one or more components.) Each team member will write a two-to-four page summary of findings for each of the matriculation components assigned to him/her earlier. These will be reviewed and agreed upon by the other team members, and the whole team will agree upon recommendations where necessary. The team's sections will then be compiled into a complete report by the team chair. (Bring casual clothes for this part of the visit; it may run into the late evening.)

Based on the findings, the team will make specific recommendations for the improvement of matriculation. When developing the recommendations, remember to:

- Draw only upon the facts gathered by the team about this matriculation effort, rather than trying to duplicate your ownprocesses or to design an ideal process;

- Direct each recommendation to the individuals who can best make the suggested improvements, rather than attempting to tell the college administration how to run the entire campus (much as we might be tempted to do so, that is not our job as an evaluation team); and

• Try to strike a balance between specificity (telling the coordinator or other staff member exactly what to do) and generality (providing possible solutions within an identified problem area).

These findings and recommendations are presented orally by the team chair at the exit interview the next afternoon, and will later comprise the written evaluation report.

The matriculation report summarizes your general conclusions about the accomplishments of the Imperial Valley matriculation process, its areas of weakness, and any special circumstances that are worthy of note. Listing positive characteristics is important since it serves to reinforce the strengths of matriculation and complements the specific recommendations for improvement.

Be ready for a very long day, this third day (Thursday) of the site visit. You will spend one half day interviewing on campus and then, after a short break, most of the afternoon and evening drawing up the team's findings and recommendations. It can be exhausting, but it is also extremely satisfying. This is when all of your impressions, together with those of your fellow team members, come together to form a common, unified description of matriculation and of what should be done to improve it.

11. On Friday morning, the team members meet with the matriculation coordinator alone for a pre-exit interview. This informal meeting, which usually takes place two hours before the exit interview, is an opportunity for the coordinator to hear and comment on the team's findings and recommen-dations before they are presented in the more formal setting of the exit interview. The pre-exit interview also serves as the time and place to discuss any off-the-record concerns the team might have: personnel matters, doubts, and issues or findings that must be said but not necessarily in the exit interview or the final written report. As befits an informal session, there are no minutes or recordings of the pre-exit interview.

12. After the pre-exit interview with the coordinator, the team members meet privately with the President for a second pre-exit interview. As with the coordinator, this meeting is an opportunity for the President to hear and comment on the team's findings and recommendations before they are formally presented in the exit interview. Similarly, the pre-exit interview serves as the time and place to discuss any off-the-record concerns the team might have that must be said but not necessarily in the exit interview or the final written report. There are no minutes or recordings of the pre-exit interview.

13. The last formal activity during the site visit is the exit interview. At this time, the team chair presents the team's general findings and specific recommendations to the college President, other college administrators, the matriculation coordinator, and other program and college staff invited by the coordinator. The team chair may call on you during the exit interview to elaborate on the team's findings, based on your interviews and your own special expertise.

14. The written report will be completed and sent to the college and to you within two months of the site visit.

This completes your responsibility to the evaluation process. Thank you!

IV. Timeline

The evaluation site visit lasts three-and-a-half days. Team members arrive the morning of the first day of the site visit and meet as a team on campus from noon to 1 p.m. The introductory meeting with you and other college staff takes place at 1 p.m. Attached is a suggested schedule for the site visit. It is important for you to complete your pre-site-visit tasks on time, and to follow the suggested site visit schedule as closely as possible, because your fellow review team members will depend on you to help them complete their own tasks in a timely manner.

The evaluation team may also be accompanied by an observer. This individual's role is to learn about matriculation programs and/or about the evaluation process. His/her participation in the site visit activities is usually very narrow — accompanying one or more of the team members and participating in a limited way in the interviews. Observers may be selected from among members of the Community Colleges Board of Governors, statewide advisory committees, legislative aides, Chancellor's Office staff, and other programs' administrators and staff.

MATRICULATION EVALUATION

_____ College (date), 1993

Tuesday, (date)

12:00-1:00	Team members meet on campus
1:00-1:45	Team meets with college staff and administrators
1:45-2:15	Tour/orientation to campus
2:15-3:45	Team meeting/orientation with Matriculation Coordinator

	Team Chair	Team Member 2	Team Member 3
3:45-4:30	_____	_____	_____
4:30-5:00	_____	_____	_____

	Team Member 4	Team Member 5
3:45-4:30	_____	_____
4:30-5:00	_____	_____

MATRICULATION EVALUATION

_____ College (date), 1993

Wednesday, (date)

	Team Chair	Team Member 2	Team Member 3
8:30-9:00	_____	_____	_____
9:00-9:30	_____	_____	_____
9:30-10:00	_____	_____	_____
10:30-11:00	_____	_____	_____
11:00-11:30	_____	_____	_____
11:30-12:00	_____	_____	_____
12:00-1:00	TEAM LUNCH		
1:00-1:30	_____	_____	_____
1:30-2:00	_____	_____	_____
2:00-2:30	_____	_____	_____
2:30-3:00	_____	_____	_____
3:00-3:30	_____	_____	_____
3:30-4:00	_____	_____	_____
4:00-4:30	_____	_____	_____
4:30-5:00	_____	_____	_____

MATRICULATION EVALUATION

_____ College (date), 1993

Wednesday, (date)

	Team Member 4	Team Member 5	
8:30-9:00	_____	_____	_____
9:00-9:30	_____	_____	_____
9:30-10:00	_____	_____	_____
10:30-11:00	_____	_____	_____
11:00-11:30	_____	_____	_____
11:30-12:00	_____	_____	_____
12:00-1:00	TEAM LUNCH		
1:00-1:30	_____	_____	_____
1:30-2:00	_____	_____	_____
2:00-2:30	_____	_____	_____
2:30-3:00	_____	_____	_____
3:00-3:30	_____	_____	_____
3:30-4:00	_____	_____	_____
4:00-4:30	_____	_____	_____
4:30-5:00	_____	_____	_____

MATRICULATION EVALUATION

_____ College (date), 1993

Thursday, (date)

	Team Chair	Team Member 2	Team Member 3
8:30-9:00	_____	_____	_____
9:00-9:30	_____	_____	_____
9:30-10:00	_____	_____	_____
10:30-11:00	_____	_____	_____
11:00-11:30	_____	_____	_____
11:30-12:00	_____	_____	_____

MATRICULATION EVALUATION

_____ College (date), 1993

Thursday, (date)

	Team Member 4	Team Member 5	
8:30-9:00	_____	_____	_____
9:00-9:30	_____	_____	_____
9:30-10:00	_____	_____	_____
10:30-11:00	_____	_____	_____
11:00-11:30	_____	_____	_____
11:30-12:00	_____	_____	_____

MATRICULATION EVALUATION

_____ College (date) 1993

Friday, (date)

10:00-11:00	Pre-exit interview with Matriculation Coordinator
11:00-12:00	Pre-exit interview with President
12:00 - 1:00	Team Lunch
1:00 - 2:00	Exit interview with President, Vice President of Instruction, Vice President of Student Services, Matriculation Coordinator and other college and district staff and faculty invited by the administration.

Evaluation of Matriculation

Tentative Schedule for 3-1/2 Day Site Visit

Evaluation of Matriculation

Tentative Schedule
Three-and-a-half-Day Site Visit

Time	Activities
Day 1	
12 Noon – 1:00 p.m.	• Team meeting to review site visit schedule and responsibilities
1:00 – 1:30 p.m.	**Information Introduction** • Meet with program staff and administrators • Explain purpose of site visit
1:30 – 2:00 p.m.	**Campus Orientation** • Brief tour of campus and facilities
2:00 – 3:30 p.m.	**Planning Meeting** • Meet with program coordinator to determine interview sources and review program data
3:30 – 5:00 p.m.	**Gather and Record Data** • Interview program coordinator • Interview other staff, students
Early Evening	**Team Meeting** • Review progress of first day • Review, adjust assignments for second day

Tentative Schedule
Three-and-a-half Day Site Visit *(Continued)*

Time	Activities
Day 2	
8:30 – 12 Noon	**Gather and Record Data** • Interview staff members and students, observe program activities, and examine documents
12 Noon – 1:00 p.m.	**Team Lunch** • Monitor status of site visit
1:00 – 5:00 p.m.	**Gather and Record Data** • Continue interviews, observations, etc.
Evening	**Team Meeting** • Review progress of second day • Review, adjust assignments for third day • Draft initial outline of each component and questions to be answered prior to final report
Day 3	
8:30 – 11:30 a.m.	**Gather and Record Data** • Continue interviews with staff, students • Interview with President or designee • Review documents
11:30 – 12 Noon	**Meet with Coordinator** • Review team's final impressions
12 Noon – 1:00 p.m.	**Team Lunch**
1:00 – 2:30 p.m.	**Team Meeting** • Entire team meets to refine component outlines, discuss findings, draft recommendations across all program areas
2:30 – 4:00 p.m.	**Writing Time** • Team divides into component-specific groups to develop, finalize written findings

Tentative Schedule
Three-and-a-half Day Site Visit *(Continued)*

Time	Activities
Day 3 (Continued)	
4:00 – 4:30 p.m.	**Team Meeting to Discuss Progress**
4:30 – 6:00 p.m.	**Writing Time** • Team divides into component-specific groups to develop, finalize written findings
6:00 – 7:30 p.m.	**Dinner**
7:30 – 9:00 p.m.	**Team Meeting** • Entire team reassembles to refine final exit statement of findings and recommendations
Day 4	
8:00 – 9:45 a.m.	**Team Meeting** • Review and finalize the team's findings and recommendations
9:45 – 10:45 a.m.	**Pre-Exit Conference** • Meet with matriculation coordinator to informally review and discuss the team's findings and recommendations prior to the exit conference
10:45 – 11:30 a.m.	**Pre-Exit Conference** • Meet with President to informally review and discuss the team's findings and recommendations prior to the exit conference
11:30 a.m.– 12:30 p.m.	**Exit Conference** • Meet with President and administrators, matriculation coordinator, college staff and faculty